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ABSTRACT

A study was designed to monitor the progress of students entering the university for the first time in January 1977. Both undergraduate and graduate students are included. The present report provides information gathered from the students upon entry, including demographic data and statements of student goals and expectations. The results are both summarized and analyzed in detail. (MSE)

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CONTINUING FOLLOW-UP STUDY OF THE WINTER 1977 ENTERING STUDENTS

INSTITUTIONAL RESEARCH REPORT #6-77

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Abstract

Institutional Research
Report #6-77

CONTINUING FOLLOW-UP STUDY OF THE WINTER 1977 ENTERING STUDENTS

This study, scheduled in the Macro Model, was designed to include a sample of students entering GSU for the first time in January, 1977. The study includes both undergraduate and graduate students who will be monitored on academic progress for three years and administered another survey upon graduation.

The students sampled in this particular aspect of the three year study were systematically queried upon entering the University to obtain their educational goals and perceptions. The results of that survey are contained in this report.

This study is composed of two parts: (1) a collection and analysis of basic demographic characteristics of the new entering students, and (2) a survey of student goals and expectations. The results represent a one dimensional analysis of most variables. Subsequent analysis of this and additional data will look more at the relationships between variables used in this study.

The first phase of the Continuing Follow-Up Study Survey resulted in a response of 55 percent of the new matriculating students for the Winter 1977 trimester. A total of 346 new students responded to the survey which provided information for this study and established base line data for other studies over the next three years.

Analysis of the demographic profile of this new group of students identifies them as similar to the overall University population in regard to age, sex, ethnic grouping and student level, i.e., having an average age of 33.1 years; approximately 49.4 percent males and 49.1 percent females (no information 1.5%); 43.3 percent undergraduates, 52.3 percent graduate students, and 4.6 percent nondegree; 63.9 percent white, 24.3 percent black, 11.8 percent other or no information.

Nearly three-fourths of the students are working full-time jobs, earn a median income of approximately $13,000 per year, and expect to pursue their degree on a part-time basis. They expect to average 8.1 credit hours per session. Perhaps unrealistically, nearly two-thirds expect to obtain their degree in two years or less.

The four factors most influential in persuading these students to choose GSU were, in order, program of study, location, cost, and flexibility of program. Few students felt that a major reason for selecting GSU was related to institutional philosophy, admission requirements, or the grading system.

In the area of need for student services, students indicated the greatest need in the area of career advisement (36.1%), personal counseling (31.8%), financial aid (23.7%), and placement services (22.5%). Little interest was indicated in the area of Veterans' Affairs (11.8%), transportation services (11.0%), student activities (9.0%), health services (7.5%), vocational testing (6.9%), baby-sitting services (4.9%), or day care (4.6%).

Students indicated their strongest time preference for attending class to be between 4-7 p.m. on weekdays, followed by 7-10 p.m. weekdays, 9-12 a.m. weekdays, and lastly, 1-4 p.m. weekdays. It is significant to note that in this study, slightly more than one in six students indicated a strong interest in morning meeting classes.

The new students have a positive attitude about the environment currently existing at GSU. They feel quite strongly that the atmosphere is open and friendly, that students are treated as individuals, and that the faculty are knowledgeable in their subject areas.

Slightly less positively perceived were: (1) faculty at GSU are stimulating to their students, (2) the atmosphere at GSU is intellectually stimulating, and (3) GSU offers a high quality education to all students.

A series of 19 goal statements related to the outcome of a college program was responded to by the students. These 19 goals can be grouped into four categories: (1) problem solving, (2) personal development, (3) aesthetic/cultural development, and (4) vocational development. Basically, the students seem to be focusing more on the practical aspects related to the attainment of a degree rather than on the aesthetic value of the degree.

The students participating in this study are entering the University with strong positive feelings about the institution and about their own personal goals. Subsequent studies will follow these students through their tenure at GSU and will measure the attainment of their objectives.

CONTINUING FOLLOW-UP STUDY OF THE WINTER 1977 ENTERING STUDENTS

Institutional Research Report #6-77
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GOVERNORS STATE UNIVERSITY

CONTINUING FOLLOW-UP STUDY OF THE WINTER 1977 ENTERING STUDENTS

Introduction

This study, scheduled in the Macro Model, was designed to include a sample of students entering GSU for the first time in January, 1977. The study includes both undergraduate and graduate students who will be monitored on academic progress for three years and administered another survey upon graduation.

The students sampled in this particular aspect of the three year study were systematically queried upon entering the University to obtain their educational goals and perceptions. The results of that survey are contained in this report.

This study is composed of two parts: (1) a collection and analysis of basic demographic characteristics of the new entering students, and (2) a survey of student goals and expectations. The results represent a one dimensional analysis of most variables. Subsequent analysis of this and additional data will look more at the relationships between variables used in this study.

Methodology

With the aid of the Research and Evaluation Advisory Committee, a survey instrument "Continuing Follow-Up Study, 1977" was developed to be administered to all new entering students for the Winter, 1977 trimester. A copy of the instrument is found in Appendix D of this report. The questionnaire was mailed to students at the end of January, less than one month after the Winter trimester classes began in January, 1977. The questionnaire elicited

responses of students relative to their expectations upon first entering the University. Approximately one month after the initial mailing, in which 220 returns were received, a follow-up mailing of the survey instrument was sent to those students who had not yet returned the original survey. The second mailing accounted for approximately 80 returns. Approximately three weeks later, a selected random sample of the nonrespondents was sent a third questionnaire. The results of the three mailings was a return of 346 completed questionnaires which represents approximately 55 percent of the new students entering for the Winter 1977 trimester. The resultant sample should be considered a representative sample of the new Winter 1977 students given the method of surveying and the sample size obtained.

Through a search of the student information system data base, maintained by the Office of Admissions and Records, basic demographic data was collected on each student who entered GSU for the first time in Winter, 1977. The data obtained on each student included age, sex, ethnic group, program, and college. This demographic information was matched with the survey data to create a profile of students in the survey. This data will be maintained for comparative purposes throughout the three-year period of this study.

The study will be partially replicated when the participating students graduate. However, the focus at graduation will be on what the students judge they actually obtained from their experiences at GSU compared to what they had initially reported they expected.

Demographic Profile of The Students

This segment of the study presents an analysis of the data on demographic characteristics for the 346 students (Winter 1977) who participated.

More than 50 percent of the new students have participated in this survey and, therefore, will provide a fairly representative picture of all new entering students for the Winter 1977 trimester.

Age Distribution

The students are, on the average, 33.1 years old. Table 1 presents the distribution of ages by five year intervals indicating 21.4 percent of the participants (74) are 25 years or less, 26.8 percent (93) are between 26 and 30 years old, 20.8 percent (72) are between 31 and 35 years old, 9.8 percent (34) are between 36 and 40 years old, and 20.9 percent (73) are over 40 years old. This distribution compares closely to the statistics reported in the BOG report for Fall 1976 which showed the average age of all students at GSU to be between 33 and 34 years.

Sex Distribution

Participants in the study were nearly evenly split among males and females with 49.4 percent (171) being males, 49.1 percent (170) females, and 1.5 percent (5) chose not to indicate gender. Since in the general University population there are approximately 52 percent females and 48 percent males, this group is probably not significantly different from the total student body in the male/female ratio; thus, responses based on sex would be no different for this group than the overall University distribution.

Salary Distribution
Full-Time Employed

Table 3 provides information on salary data for students in the survey who indicated they were full-time employees. Seventy-two percent (249) of

Table 1

Age Distribution of Students
Participating in The Study
Winter 1977 (n = 346)

Age	Number	Percent
20 - 25	74	21.4
26 - 30	93	26.8
31 - 35	72	20.8
36 - 40	34	9.8
41 - 45	30	8.7
46 - 50	20	5.8
over 50	23	6.6
Total	346	99.9

Average Age = 33.1 years

Table 2

Sex Distribution of New Entering Students
Winter 1977 (n = 346)

Sex	Number	Percent
Male	171	49.4
Female	170	49.1
No information	5	1.5
Total	346	100.0

the participating students indicated they were working full-time. The median salary of this group is approximately $13,000. Three-fourths of those working full-time earn salaries of over $10,000 per year, and over 35 percent earn more than $15,000 per year. Ninety-seven (97) students (28%) indicated they were not employed full-time.

Table 3

Salary Distribution for Participating Students Full-Time Employed (n = 249)

Yearly Salary	Number	Percent
Less than $5,000	23	9.2
5,001 - 7,500	16	6.4
7,501 - 10,000	23	9.2
10,001 - 12,500	54	21.7
12,501 - 15,000	45	18.1
15,001 - 17,500	49	19.7
17,501 - 20,000	23	9.2
20,000+	16	6.4
Total	249	100.0

Average Salary Approximately $13,000.
Students not full-time employed = 97.

Along with salary ranges, students provided information on the job title for their present position and what type of job they expected to obtain upon completion of their degree. A list of current job titles are given in Appendix A. One generalization that can be made from the list of

job titles and anticipated jobs is that most students are attempting to upgrade themselves in their chosen field with not too many hoping to make radical changes in career plans. This seems quite reasonable since GSU students are older (average age = 33) and have been working full-time for some time prior to returning to the University to obtain their degree.

Reviewing the job titles and categorizing them into more generic areas, the seven job areas most often given are (1) teaching, (2) business management, (3) health related services, (4) sales, (5) social work, (6) counseling, and (7) accounting. These seven areas account for over one-half of the respondents to the survey. There were less than 3 percent of the sample working in any other job type.

Distribution by College and Level

Slightly more than half of the participants (52.3% = 181) are graduate students, 43.3 percent (150) are undergraduate students, and 4.6 percent (15) are either nondegree students or students in other special situations. This distribution is close to the overall distribution that has been prevalent for some time in the University with approximately 40 percent undergraduates, and nearly 60 percent graduate students. Table 4 gives a distribution of the participating students by level (undergraduate/graduate) and by college program. Returns were received from students in each of the collegial programs and from students in the BOG program. A review of the distribution of the participants in the survey by program compared to the University enrollment in each collegial program indicates that the survey group follow the same general program distribution as the total University. The percent of the sample in each program compared to the percent of total University

Table 4

Distribution of Participating Students by Program and by Student Type

	Undergrad.		Graduate		Non-Degree		Total	
	No.	%	No.	%	No.	%	No.	%
Business & Public Service								
Business Admin.	38	25.3	30	16.6	-	-	68	19.6
Business Ed.	1	.7	3	1.7	-	-	4	1.1
Public Serv.	6	4.0	9	5.0	-	-	15	4.3
Cultural Studies								
Ethnic Studies	-	-	-	-	-	-	-	-
Inven. & Creativity	2	1.3	3	1.7	-	-	5	1.4
Lang. & The Human Cond.	3	2.0	8	4.4	-	-	11	3.2
Media Communications	2	1.3	8	4.4	-	-	10	2.9
Socio-Cult. Processes	12	8.1	-	-	-	-	12	3.5
Environmental and Applied Sciences								
Allied Health	-	-	4	2.2	-	-	4	1.1
Health Serv. Admin.	4	2.7	15	8.3	-	-	19	5.5
Nursing	1	.7	1	.6	-	-	2	.6
Science	5	3.3	8	4.4	-	-	13	3.8
Science Teaching	-	-	3	1.7	-	-	3	.9
Human Learning and Development								
Behavioral Studies	15	10.0	-	-	-	-	15	4.3
Communication Sciences	3	2.0	27	14.9	-	-	30	8.7
Human. Rel. Services	-	-	32	17.7	-	-	32	9.2
Human Services	11	7.3	-	-	-	-	11	3.2
Urban Teacher Ed.	17	11.3	20	11.0	-	-	37	10.7
BOG	28	18.7	-	-	-	-	28	8.1
Nondegree & Other	2	1.3	9	5.0	14	100.0	27	7.8
Total	150	100.0	181	100.0	15	100.0	346	100.0

enrollment in each program varies less than two percent except in two programs (Nursing, Science).

Ethnic Distribution

Table 5 presents the distribution of participating students by ethnic group and by collegial program. Since the vast majority of students were either black not of Hispanic origin or white (only 4 Hispanic) all other categories including the "no information" category were grouped together. Overall, 24.3 percent of the respondents indicated their ethnic group as black not of Hispanic origin, 63.9 percent as white, and 11.8 percent in other categories (including "no information given"). This distribution is somewhat different than the normal pattern at GSU which is approximately 40 percent black, nearly 60 percent white, and a small percent as Hispanic, foreign students, American Indians, and others.

Results of The Survey

The following section of the report will present an analysis of the results of the questionnaire returned by the 346 participants in the survey. Within reasonable boundaries, the responses should be considered representative of the total group of new students.

Reasons Associated With Attending GSU

The first question to which students participating in the survey were asked to respond was related to factors that most strongly influenced them to attend GSU. From a checklist of 12 items, including a last choice "other," students were asked to rank the three factors that most influenced their choice of attending GSU. Table 6 presents the percent of responses for each

Table 5

Distribution of Students by Collegial Program and by Ethnic Group

	Black American	White American	Other	Total
Business and Public Service				
Business Admin.(0506)	15	44	9	68
Business Ed. (0801)	1	3	0	4
Public Serv. (2102)	4	9	2	15
	20	56	11	87
Cultural Studies				
Ethnic Studies (0313)	0	0	0	0
Inven. & Creativity (1001)	0	4	1	5
Lang. & The Human Cond. (1502)	0	8	3	11
Media Communications (4999)	5	4	1	10
Socio-Cult. Processes (4990)	2	10	0	12
	7	26	5	38
Environmental and Applied Sciences				
Allied Health (1201)	0	4	0	4
Health Serv. Admin. (1202)	4	11	4	19
Nursing (1203)	0	0	2	2
Science (4902)	0	11	2	17
Science Teaching (0834)	0	2	1	3
	4	28	9	41
Human Learning and Development				
Behavioral Studies (2001)	3	11	1	15
Communication Sciences (0601)	4	24	2	30
Human Rel. Services (2004)	12	17	3	32
Human Services (2104)	6	5	0	11
Urban Teacher Ed. (0891)	13	19	5	37
	38	76	11	125
BOG (4901)	11	16	1	28
Not Given	3	17	4	24
Total	84 (24.3%)	221 (63.9%)	41 (11.8%)	346

of the choices and the rank of each choice. The reason most often given for selecting GSU is program of study. A total of 16.7 percent of the group felt this was the most important reason for choosing GSU. The second most influential reason for selecting GSU was location and this was indicated as the primary reason by 16.2 percent of the respondents. The third most popular choice, "multiple reasons," was chosen by 15.9 percent of the students. The next most important reason was cost, which 15.1 percent indicated as the primary reason for attending GSU. Flexibility of program was another strong factor (13.3%) influencing students to attend GSU--probably much related to factor one. Most other choices had little influence on students choosing GSU. For example, only 4.5 percent chose GSU based primarily on institutional philosophy; 4.8 percent admission requirements, and 2.0 percent on no grades. These are three somewhat nontraditional characteristics of GSU and it appears they are far from the primary reasons students attend GSU. It also appears that community college counselors (.6%), newspaper reports (.3%), and GSU recruiters (.1%) have had almost no influece on students choosing to attend GSU.

There are many specific reasons for people selecting GSU to continue their higher education. When asked, "Do you expect to change career directions as a result of completing your educational objectives?" approximately one-third (120) of those surveyed indicated they indeed planned to change career direction while nearly two-thirds (226) indicated they did not plan to change career direction. This is expected since the majority of these students are full-time employed (249). Most students appear to be obtaining a degree to either maintain their current job status or to upgrade themselves in the field in which they have been working. Appendix B provides several representative

Table 6

Reasons for Selecting GSU
"Which choice most influenced you in selecting GSU?"

	Percent of Responses	Rank
Location	16.2	2
Cost	15.1	4
Program of Study	16.7	1
Institutional Philosophies	4.5	8
Admission Requirements	4.8	7
Newspaper Reports	.3	12
Community College Counselors	.6	11
No Grades	2.0	10
Flexibility of Programs	13.3	5
Recommendations of a Friend	6.3	6
GSU Recruiter	.1	13
Other	2.3	9
Multiple Reasons	15.9	3
No Response	.9	-
Total	100.0	

comments from surveys returned. The students almost universally want to expand their knowledge base. Their expansion of knowledge, however, seems to be for the most part in areas in which they are already familiar. They do not seem to indicate an expansion into liberal arts related experiences.

Table 7

"Do you expect to change career direction as a result of completing your educational objectives at GSU?"

	Number	Percent
Yes	120	34.7
No	226	65.3
Total	346	100.0

For the most part, the respondents to this study do not anticipate being at GSU for an extended period of time. Nearly a third (100 or 31.8%) indicated they would spend one year to obtain a degree, 34.4 percent (119) indicated they would spend two years, 19.9 percent (69) indicated they expected to spend 3 years and the remaining 13.8 percent (48) indicated they expected to take more than three years or did not know how long it would take to obtain their educational objectives. The amount of time may be unrealistic estimates by students to obtain a degree since they indicated they would average 8 hours per trimester for credit and this amounts to only 48 credit

hours in two years. For graduate students this is sufficient when there are no scheduling conflicts, but for undergraduates 8 credits per trimester would take 2.5 years to complete 60 hours.

Most students expect to enroll for less than 8 hours per trimester. The median credit hour expectancy per trimester for the 346 students is less than 7 hours per trimester and the mean is 8.1 credit hours. A total of 98 students (28.3%) indicated they expected to enroll for 12 hours or more per trimester (a credit hour load of 12 or more credits is considered full-time). Table 9 gives a distribution of expected credit hours per trimester for this group.

Table 8

Expected No. of Years to Attain Educational Objectives

Years to Obtain Degree	No.	Percent
1	110	31.8
2	119	34.4
3	69	19.9
4	15	4.3
5	9	2.6
6	1	.3
Do Not Know	23	6.6
Total	346	100.0

Students were also asked to indicate whether they would be attending on a full-time or part-time basis. Two-thirds indicated part-time (233), 28.6 percent (99) indicated full-time, and 4.1 percent gave no information. Evidently, students feel they can go part-time for about two years and obtain their degree. This again seems unrealistic in terms of student expectation and academic integrity. It may be that these students need to obtain realistic advising early in their programs so they have a better estimate of the amount of time and work it will take to complete their degree requirements.

The results of these last two questions are congruent, both indicating only slightly more than one-fourth of the students expect to be carrying a full-time credit hour load at GSU.

Table 9

Expected Credit Hours Per Trimester

Trimester Credit Hours	No.	Percent	Cumulative Percent
0 - 3	44	12.7	12.7
4 - 6	121	34.9	47.6
7 - 9	60	17.4	65.0
10 - 12	68	19.7	84.7
13 - 15	38	11.0	95.7
16 - 18	15	4.3	100.0
Total	346	100.0	100.0

Average Credit Hours Expected Per Trimester = 8.1
98 Students (28.3%) expect to enroll for 12 or more credits.

Needs for Student Services

Students were asked to indicate on a twelve item checklist those areas of student services they anticipated to have need of in their tenure at GSU. The list, though not exhaustive, covered most of the areas of student services now available to students at GSU. In all of the areas listed there is some need anticipated by the students; however, four areas stand out far above the others in terms of anticipated need. These areas include career advisement, personal counseling, financial aid, and placement.

The area of career advisement was indicated by 36.1 percent (125) of the respondents as an area of needed service. This statistic may be correlated with the indication that approximately 35 percent of the students intend to change career direction. Whether this is the case or not, a significant number of our students see career advisement as the area in which they have need.

Nearly a third (31.8%) of the respondents have an anticipated need for personal counseling. This choice, though not clearly defined, probably is related to personal careers as much as to other personal problems associated with personal counseling.

Almost one in four (23.7%) of the new students anticipate a need for financial aid. This is less than that estimated by the Office of Financial Aids, i.e., 50 percent of students on some form of financial aid, and far less than have been on some form of financial aid during past years.

Almost a fourth (22.5%) of the students indicated an anticipated need for placement services. Since this survey was done at matriculation, students may not be looking that far into the future to anticipate need for placement services. Another possible explanation for this relatively low percentage

may be that since most students are holding full-time jobs they may not need any placement services since they are upgrading themselves in their present occupation.

Less than 12 percent of the group anticipated a need for any other specific area of student services listed in Table 10. For example, 11.8 percent anticipated a need in the area of Veteran's Affairs. Eleven percent (11.0) of the new students indicated a possible need for transportation services. Although no specific study data is now available, this percent is probably in line with the overall University need, or perhaps inflated since buses used to transport students to and from the I.C. railraod station seldom have more than a few students.

Nine percent (9.0) of the students indicated a need for student activities. This is predictable since GSU students are commuting students, either married or working full-time or both, and would not be expected to have much time to travel out to the University for student activities.

Health services were expected to be needed by 7.5 percent of the new students. Since GSU is a commuter institution with no resident students, most would have their own family physician, dentist, etc., and would probably only expect emergency first aid to be available at GSU.

Few students (6.9%) indicated a need for vocational testing. This result is somewhat puzzling since about one-third are looking for career counseling and personal counseling. The use of the word "vocational" may have created the image of testing for skilled occupations which is not a focus GSU is attempting to promote.

Baby-sitting services (4.9%) and Day Care (4.6%) both were anticipated to be needed by less than 5 percent of the new students. Although much has

been said about the need for these services in the past, these results do not support the contention that a greater number of students need these services.

Table 10

Distribution of Responses on Areas of Need for Student Services

Area of Service	Yes		No	
	No.	%	No.	%
Career Advisement	125	36.1	221	63.9
Personal Counseling	110	31.8	236	68.2
Financial Aid	82	23.7	264	76.3
Placement	78	22.5	268	77.4
Veterans' Affairs	41	11.8	305	88.2
Transportation	38	11.0	308	89.0
Student Activities	31	9.0	315	91.0
Health Services	26	7.5	320	92.5
Vocational Testing	24	6.9	322	93.1
Baby-sitting Services	17	4.9	329	95.1
Day Care	16	4.6	330	95.4
Other	11	3.2	335	96.8

Scheduling of Classes

Students were asked to respond to a four part question that referred to the time of day they most preferred for attending classes. Results presented in Table 11 indicate that for the time block 9-12 a.m., 17.6 percent (61) indicated they preferred that time on weekdays and 16.2 percent (56) preferred

that time block on weekends. Nearly two-thirds (63%) did not prefer morning classes.

The time block of 1-4 p.m. was least preferred of all the time blocks. Only 14.7 percent (50) of the students indicated they preferred this time on weekdays and only 9.1 percent (31) felt this to be a preferrable time for classes on weekends.

The most popular time block seems to be the 4-7 p.m. block on weekdays. Nearly half (46.6%) of the respondents indicated a preference for classes in this time block. The 7-10 p.m. weekday time block is nearly as preferred with 46.3 percent of the students indicating a preference for classes at that time. In summary, it appears that students have the greatest preference for classes from four o'clock and later. However, about one in six students indicate a preference for morning class offerings.

Table 11

Time Preference for Attending Classes

Class Time Intervals		No.	Percent
9 a.m. - 12 a.m.	Weekdays	61	18.0
	Weekends	56	16.6
	Neither	221	65.4
		338	100.0
1 p.m. - 4 p.m.	Weekdays	50	14.7
	Weekends	31	9.1
	Neither	260	76.2
		341	100.0
4 p.m. - 7 p.m.	Weekdays	158	46.6
	Weekends	9	2.7
	Neither	172	50.7
		339	100.0
7 p.m. - 10 p.m.	Weekdays	155	46.4
	Weekends	3	.9
	Neither	177	52.8
		335	100.0

The results of this question raise a question that was unanticipated in earlier planning. Future studies of these students will ask students if the existing schedule of classes suits them in terms of time scheduling, and, if not, what would represent helpful changes.

Perceptions of GSU Environment

Students were asked to respond to seven statements related to the perceived environment at GSU. They indicated their perceptions on a six point likert scale (6=Strongly Agree, to 1-Strongly Disagree). The perceptions by the group are favorable on all seven items with the mean scores ranging from 4.50 to 5.03. On the likert scale this indicates the average of the responses was in the interval of somewhat agree to agree with a tendency toward agree.

The respondents most strongly agreed with the statement that, "The faculty at GSU are knowledgeable in their subject areas." It should be emphasized that these perceptions are based on being at GSU from one to three months and may change after the students have been exposed to a larger number of faculty.

The item receiving the greatest amount of disagreement (although still quite positively perceived) was: "GSU offers a high quality education to all students."

These perceptions, as they stand, have to be considered overall quite positive, but, of more importance is whether or not these perceptions change over time. In subsequent parts of this three year study, these same items will again be presented to students to ascertain any changes in perceptions as a result of learning about GSU.

Table 12

Perceptions of GSU by New Entering Students
(One Month After Registration)

Item	Mean Score (6 point scale)
The atmosphere at GSU seems to be open and friendly.	4.89 (n=341)
The atmosphere at GSU seems to treat students as individuals.	4.72 (n=340)
The atmosphere at GSU is intellectually stimulating.	4.54 (n=336)
GSU offers a high quality education to all students.	4.50 (n=328)
The faculty at GSU are stimulating to their students.	4.61 (n=334)
The faculty at GSU are knowledgable in their subject areas.	5.03 (n=333)
GSU is nontraditional in its approach to higher education	4.95 (n=332)

Goals and Expectations

The last section of the survey instrument presented students with 19 items related to goals and expectations that may be achieved as a result of participating in University programs. They responded to each item on a five point likert scale where a (1) indicated that goal or expectation was of no importance to them, and (5) was very important. Mean scores for all 19 items were above the midpoint (3) of the measurement scale with a range of mean scores from 3.26 to 4.47. Table 13 gives the mean scores for each of the 19 items in order of highest mean score to lowest mean score (at least 95% of the group responded to each of the 19 items).

In order to achieve their own personal goals, the respondents to this survey felt most strongly about gaining a background and specialization for further education (4.47), and development of ability to select relevant information for problem solving (4.45). Of slightly lesser importance is a cluster of six goals: development of open-mindedness (4.35); development of ability to define problems (4.33); writing and speaking (4.32); development of vocational skills (4.31); increased sense of individual dignity and worth (4.28); and development of intellectual honesty and objectivity (4.28).

The next six goals in decreasing importance (means ranged from 4.24 to 4.09) were: personal development (4.24); developing the ability to synthesize (4.22); vocabulary, terminology and facts (4.21); development of tolerance and understanding of people and their views (4.17); awareness of different philosophies (4.10); and appreciation of individuality (4.09).

The fourth major grouping of goals in terms of mean scores of importance are: increased social development (4.02); bases of improved social and economic status (3.98); and broadened literacy acquaintance and appreciation (3.91).

The two goals that seemed significantly below all others in terms of importance are: development of friendships and loyalties (3.28), and aesthetic sensitivity (3.26).

The pattern of responses for the 19 goal statements is not very clear or easy to interpret. However, it appears the more practical aspects of pursuing a program at GSU is more important than gaining a better understanding of aesthetically oriented or liberal arts programs.

Table 13

GOALS AND EXPECTATIONS SURVEY

		Mean Score
1.	Background and specialization for further education in some professional, scientific or scholarly field.	4.47
2.	Development of the abaility to select relevant information for problem solving.	4.45
3.	Development of open-mindedness--withholding judgment, examining contrary views, changing one's opinion in the light of the facts.	4.35
4.	Development of the ability to define problems--breaking into elements, formulating relationships and questions which are testable.	4.33
5.	Writing and speaking--clear, correct, effective communication.	4.32
6.	Development of vocational training--skills and techniques directly applicable to a job.	4.31
7.	Increased sense of individual dignity and worth.	4.28
8.	Development of intellectual honesty and objectivity.	4.28
9.	Personal development--understanding one's abilities and limitations, interests, and standard of behavior.	4.24
10.	Developing the ability to synthesize.	
11.	Vocabulary, terminology, and facts in various fields of knowledge.	4.21
12.	Development of tolerance for and understanding of people and their views.	4.17
13.	Awareness of different philosophies, cultures, and ways of life.	4.10
14.	Appreciation of individuality and independence of thought and action.	4.09
15.	Increased social development--experience and skill in relating to other people.	4.02
16.	Bases for improved social and economic status.	3.98
17.	Broadened literacy acquaintance and appreciation.	3.91
18.	Development of friendships and loyalties of lasting value.	3.28
19.	Aesthetic sensitivity--appreciation and enjoyment of art, music, drama.	3.26

Table 14

Factor Matrix for 19 Goals and Expectations

		Factor 1	Factor 2	Factor 3	Factor 4
Goal 1	Awareness of different philosophies, cultures	.17124	.25980	.65226	-.02767
Goal 2	Broadened literacy acquaintance	.15197	.17257	.69488	.11886
Goal 3	Aesthetic sensitivity	.04311	.33922	.54750	.09898
Goal 4	Writing and speaking	.13036	.35590	.40246	.26438
Goal 5	Increased sense of individual dignity	.11271	.58596	.18152	.26152
Goal 6	Background	.11078	.09097	.08671	.34468
Goal 7	Improved social and economic status	.10169	.18720	-.02282	.55319
Goal 8	Vocabulary, terminology, facts	.14666	.21178	.12331	.58198
Goal 9	Personal development	.10646	.63245	.13436	.32077
Goal 10	Development of friendships	-.01726	.60700	.19097	.31091
Goal 11	Appreciation of individuality	.26001	.60781	.24902	.15551
Goal 12	Increased social development	.11479	.69117	.16024	.16009
Goal 13	Development of intellectual honesty	.32958	.62704	.18456	.13450
Goal 14	Development of open-mindedness	.36560	.55957	.11222	.06540
Goal 15	Developing ability to define problems	.75571	.29819	.10873	.16653
Goal 16	Developing ability to select relevant information	.74700	.22461	.13684	.32482
Goal 17	Developing ability to synthesize	.69129	.22185	.20729	.25128
Goal 18	Development of tolerance of people and views	.39055	.57253	.25801	.11463
Goal 19	Development of vocational training	.09368	.12723	.01666	.32367

Factor Analysis of 19 Goal Statements

In order to gleen more information from the student responses to the 19 goal items, and to try to establish which items would be expected to be grouped together in relation to their importance to the students, the 19 items were factor analyzed. Using an eigen value cutoff of 1.0, it was established that the factor structure of the 19 items was reflected in four factors. Although the intercorrelations of items in each of these factors are quite significant, the mean scores for items within each factor are not equal, i.e., the means for items in each factor may be quite different but the variables may still be highly correlated.

The 19 items fall under a four factor structure. The first factor is defined as problem solving (Goals, 15, 16, 17); the second factor, personal development (Goals, 5, 7, 10, 11, 12, 13, 14); the third factor, aesthetic/ cultural development (Goals 1, 2, 3, 4); and the fourth factor, vocational development (Goals 7, 8). It is interesting to note that factors two and three coincide with the GSU action objectives of intra and inter-personal development and cultural development. Factor one, problem solving, may also be interpreted as related to job efficiency, another of GSU's action objectives.

GSU Three Years From Now

The final question students were asked to respond to was, "Indicate in your own words what you think GSU will be like in terms of academic quality, three years from now?" This is a difficult question for new students to respond to and they so indicated, however, these students have received information about GSU from a variety of sources and it is felt that this question can give one other perspective of the future of the institution.

Many students were positive, or at least hopeful, about the future and realized they could make limited projections. A number of students also were quite negative in their predictions. Appendix C has a sample of comments representative of those received.

Summary

The first phase of the Continuing Follow-Up Study Survey resulted in a response of 55 percent of the new matriculating students for the Winter 1977 trimester. A total of 346 new students responded to the survey which provided information for this study and established base line data for other studies over the next three years.

Analysis of the deomgraphic profile of this new group of students identifies them as similar to the overall University population in regard to age, sex, ethnic grouping, and college program association.

Nearly three-fourths of the students are working full-time jobs, earn a median income of approximately $13,000 per year, and expect to pursue their degree on a part-time basis. They expect to average 8.1 credit hours per session. Perhaps unrealistically, nearly two-thirds expect to obtain their degree in two years or less.

The four factors most influential in persuading these students to choose GSU were, in order, program of study, location, cost, and flexibility of program. Few students felt that a major reason for selecting GSU was related to institutional philosophy, admission requirements, or the grading system.

In the area of need for student services, students indicated the greatest need in the area of career advisement (36.1%), personal counseling (31.8%), financial aid (23.7%), and placement services (22.5%). Little interest was

indicated in the area of Veterans' Affairs (11.8%), transportation services (11.0%), student activities (9.0%), health services (7.5%), vocational testing (6.9%), baby-sitting services (4.9%), or day care (4.6%).

Students indicated their strongest time preference for attending class to be between 4-7 p.m. on weekdays, followed by 7-10 p.m. weekdays, 9-12 a.m. weekdays, and lastly, 1-4 p.m. weekdays. It is significant to note that in this study, slightly more than one in six students indicated a strong interest in morning meeting classes.

The new students have a positive attitude about the environment currently existing at GSU. They feel quite strongly that the atmosphere is open and friendly, that students are treated as individuals, and that the faculty are knowledgeable in their subject areas.

Slightly less positively perceived were: (1) faculty at GSU are stimulating to their students, (2) the atmosphere at GSU is intellectually stimulating, and (3) GSU offers a high quality education to all students.

A series of 19 goal statements related to the outcome of a college program was responded to by the students. These 19 goals can be grouped into four categories: (1) problem solving, (2) personal development, (3) aesthetic/cultural development, and (4) vocational development. Basically, the students seem to be focusing more on the practical aspects related to the attainment of a degree rather than on the aesthetic value of the degree.

The students participating in this study are entering the University with strong positive feelings about the institution and about their own personal goals. Subsequent studies will follow these students through their tenure at GSU and will measure the attainment of their objectives.

APPENDIX

Appendix A

General Job Categories Held by Students Participating in the Follow-Up Study

Job Category	Number
1. Teacher	73
2. Business Management	28
3. Health Sciences	23
4. Teacher Aide	19
5. Sales	19
6. Social Work	18
7. Accounting	17
8. Counselor	16
9. Clerical	9
10. Media	8
11. Factory Worker	7
12. Police Officer/Security	7
13. Administration	6
14. Secretary/Office Work	6
15. Laborer	5
16. Postal Services	4
17. Engineer	3
18. Librarian	3
19. Student Worker	3
20. Community College Administrator	2
21. Fire Dept.	2
22. Taxi Driver/Bus Driver	2
23. Printer	1
24. Self-Employed Consultant	1
25. Sports (Pro)	1

Appendix B

Comments*

"In what ways will your GSU experience expand your personal career opportunities?"

It will give me a broader theoretical base to work experiences I am currently undergoing.

By providing exposure to varying techniques in public administration, I believe the educational experience will create a foundation for decision-making and associated career development.

It will give me hopefully increased capability with English through literature study, plus some journalism study will enable me to move up a little higher in the printing/publications field.

It will help me to become a better person in the field I'm presently in, and increase my knowledge.

I will move from a paraprofessional position in counseling to a professional position.

Basically, the fact that I have a master's degree will open more job opportunities. The co-op and independent study modules allow for direct experience in the field which I might not have otherwise had, and add to the possibilities for jobs due to experience.

I hope it will enhance my credibility as a teacher, help me to maintain my professional competencies and keep me up to date as to educational trends.

*Selected representative comments.

Comments on Academic Quality of GSU Three Years from Now

Having little data on which to base such an opinion, it would be difficult for me to formulate such a "guesstimation." I would hope, however, that GSU would be able to profit from past mistakes, both in academic quality and in other areas, i.e., records and recordkeeping methods. GSU would do well to maintain the atmosphere of openness in learning, which, optimistically speaking, does not dissipate into weakness in its academic base; of great importance would be perpetuating academic standards demanding the teaching of "true truth" in all areas, as opposed to "relative truth."

First off, my replies to this survey are based on little experience at Governors State, having been a student there only three weeks. As to GSU's quality three years hence, I can only say that it has been my experience in talking with other people that GSU is considered second-rate and I, for one, agree with that analysis. GSU has yet to develop anything in the way of a solid, widely perceived, reputation and what has been developed is negative. No matter, though--it takes time to become noteworthy and well-known. I'm sure even the Univ. of Chicago had this problem at one time. Perhaps, one day, GSU can achieve the kind of recognition the City Universities of New York have. I do not, however, see GSU becoming an elitist intellectual giant. GSU can become a good diploma mill and an asset to the immediate community, but little else, in my opinion.

I think it will be of high quality, but I also think it will become more traditional as time passes. The reason for my opinion is because the more GSU requires of the faculty the more traditional they are likely to be, hence a traditional institution.

I am still trying to understand as it is now and can't forecast the future. I hope scheduling will be easier in the future to allow for family and job responsibilities. It does appear that some undergraduate students are lacking in some of the necessary skills for success in their field. My present instructor appears well-qualified. Even though it requires more work, I believe universities should work toward excellence. Information on all aspects of the university should be readily accessible to all students. At present, this doesn't appear to be the case.

I do not forsee any dramatic changes in the quality of academic service. A disparity in the quality of educational service exists between the varying "colleges." This system, which accomodates individuals with obvious weaknesses, is detrimental to the entire university and its reputation. Unless the university effects a balance in quality between the "colleges," the entire university will continue to suffer from a reputational standpoint.

(1) Unless GSU drops the 3 credit hour "touchy feely" courses and demands greater academic involvement, the school will continue to be a joke. (2) The number of instructors noted for their ability to give credit without working for the credit is alarming. (3) Instructors who appear the first day of class, give an assignment, and tell the students they will see them again at the end of the block should be fired. (4) I consider it to be a conflict of interest when an instructor assigns a text book he, the instructor, has written. (5) It is common knowledge among students as to which instructors are easy and can be used to build one's number of credits quickly.

It is impossible for me to predict. I am taking one course as a non-degree student. The quality of instruction is very good--better than I had expected. I am an older student on the verge of retirement from a school system where I have worked for many years. GSU does not have a good image among some of my colleagues. It has a reputation of being too easy. Innovation is fine, but lack of intellectual discipline is not, of course. My own opinion is that in some areas GSU should return to the traditional. Grades and final exams should be reinstated. The school newspaper is sometimes barely literate.

I think GSU will up their standards of academic quality in the future. Hopefully they will increase their demands on students for quality in academic performance.

I am attending GSU because it was highly recommended to me as being very practical and down-to-earth in its approach to the field of study in which I'm interested in obtaining a master's degree I'm in the process of taking my first course at GSU, and would at this time like to see the university design a more definite list of requirements for various degrees. I realize it has tried to be very flexible in order to accommodate its students' needs. I appreciate this, and find it an asset. At the same time, I would like to see basic required courses listed in the catalog and "suggested" programs that might be followed that would include the amount of time it would take to complete each one in order to obtain a certain degree. I am requesting this because many employers are willing to help finance their employees' education, but would like to have some idea as to what their employees will be learning and how long it will take to obtain their degrees.

I can't really say since I'm not sure what the "academic quality" is like now. This is my first semester at GSU and I'm only there part-time. Of my two classes, one is an in-class and the other is a SIM. I deeply dislike the SIMs; perhaps I'm not "innovative-oriented" enough but I really miss those classroom discussions which (I feel) are so crucial for real comprehension of the subject matter. On the other hand, if all regular classrooms are as fascinating as my other course (the teacher's great), we needn't worry about future quality but rather try to maintain the high quality already present. At any rate, let's hope in the future there'll at lease be free parking.

I really have no idea. If, however, GSU continues on in the same way it is now, I feel GSU will have mediocre-to-poor academic quality as witnessed by the type of graduate it produces. As an employer in the health care industry already, I would hire very few graduates of EAS programs. Many of my fellow students, I feel, are not qualified for the program, are unprepared for graduate study, do not know what their career should be, and have no realistic idea of what top and mid-management in health care is or is expected to do. I think the philosophy of GSU directly reflects this and I predict that the university will eventually change from the "progressive" or "innovative" institution to a more "traditional" type of higher education.

I feel that there is a definite trend, in adults who already have professions and are unhappy with them, toward a change in occupation. This often entails a return to the classroom and, therefore, puts a college like GSU in a unique position to expand greatly and be a great influence to the surrounding community. I feel GSU is aware of this trend and is making positive steps toward fulfilling future goals which will make it a much respected and heavily attended institution of higher learning--even more so than it already is.